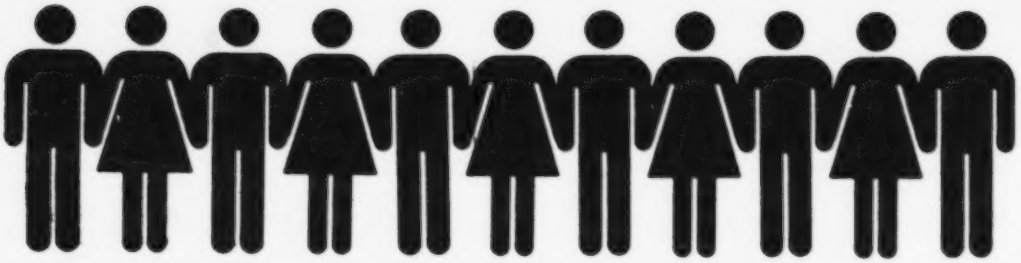

Participating in Community Change

A Guidebook for Determining the Impact of Economic Change on Your Community

Voluntary Associations For Community Development

Nova Scotia Voluntary Planning

PARTICIPATING IN COMMUNITY CHANGE

A GUIDEBOOK FOR DETERMINING THE IMPACTS OF ECONOMIC CHANGE IN YOUR COMMUNITY

Voluntary Associations for Community Development
Nova Scotia Voluntary Planning
Halifax, Nova Scotia, Canada

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The VOLUNTARY ASSOCIATIONS FOR COMMUNITY DEVELOPMENT (VACD), a sector of Nova Scotia Voluntary Planning, is a network organization made up of community-based self-help groups across Nova Scotia. It provides a mechanism whereby these voluntary groups become involved in the provincial government policy planning process.

Membership of the VACD includes community development associations, enterprise development corporations, economic development authorities, industrial commissions, affiliated boards of trade, local development groups, and other community self-help groups. Each member group responds to local concerns, develops local capacity to initiate community activities, and remains accountable to its own community. The groups encourage public participation in all aspects of community development and provide a means whereby community residents can contribute towards the shaping of their own future.

Further information about the VACD and its activities can be obtained from:

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PREFACE

This guidebook describes how a community organization, village, town, municipal council, or group of community residents can identify the impacts that economic change may cause in their community. Economic change can occur in the form of new development projects, new or modified government policy, or economic dislocation, as in the case of a plant closing. The impacts associated with these changes can affect the physical characteristics of a community or the qualify of life for community residents. These impacts may be beneficial or detrimental to the community and its residents.

Ideally, the community will want to identify these impacts before a change occurs. This enables local decision-makers to improve the design of local development policies, identify opportunities for growth, and enhance future planning and organization capabilities. It also enables community groups with social, cultural, or economic concerns to make their views known to decision-makers. Because community residents have to live with the consequences of local economic change, it is important that they have the opportunity of participating in the direction that their community takes and the decision-making process that determines this direction.

Chapter 1 of the guidebook answers some basic questions about the "why and how" of identifying the impacts associated with economic change. Chapter 2 describes how a community group can organize and plan its impact identification study, while Chapter 3 describes the various steps that a community group will follow in undertaking its study.

The appendices describe how a proponent of a new development project that comes under federal legislation will undertake a social impact assessment. Additionally, the appendices provide a list of reading material and resource contacts that will be useful to community groups.

CHAPTER I

AN OVERVIEW OF THE IMPACT

IDENTIFICATION PROCESS

1. What Is The Function Of Public Participation?
2. What Are 'Project Impacts'?
3. Why Is It Important To Identify Project Impacts?
4. What Are The Legislative Requirements For Identifying Project Impacts?
5. Why Should A Community Group Want To Undertake Its Own Impact Study?
6. Who In A Community Can Carry Out An Impact Study?
7. When Should A Community Group Begin Its Impact Study?
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10. What Kinds Of Projects Are A Community Group Likely To Study?
11. What Kinds Of Problems Are A Community Group Likely To Encounter When Undertaking An Impact Study?
12. What Happens When A Community Group Finishes An Impact Study?

AN OVERVIEW OF THE IMPACT IDENTIFICATION PROCESS

People experience change within their communities in a wide variety of ways. There can be new construction projects - an industrial plant, housing subdivision, industrial park, or recreational facility; there can be expansion to existing facilities - extension of a highway or landfill site, or expansion of a hospital or school; there can be economic shock within a community - a major plant closure or a natural disaster resulting from fire or flooding; or there can be new or modified government policy - economic development, agricultural, or waste management policy.

The changes brought about by these kinds of developments or projects can affect both the physical characteristics of a community and the quality of life for community residents. Such change can affect the people of a single community, a group of communities, a province, or even a nation.

The consequences of any change to the physical characteristics or quality of life of a community, what this guidebook refers to as the impacts of a project, can be beneficial. For example, the construction of an industrial plant might stimulate investment in local business. This in turn could create new jobs or make existing jobs more secure. It is the beneficial impacts of a project that help to make the community a better place to live in.

However, there can also be detrimental impacts. The construction of the industrial plant might result in an influx to the community of people looking for work. Those who do not find work may place additional costs on the municipal social assistance budget. Or, the existing supply of low rental housing may be insufficient to meet the additional demand. These detrimental impacts reduce the quality of life in a community.

In some cases the detrimental impacts last only during the construction phase of a project. In other cases the community may feel the results of the impacts years after a project begins. Or a project located in a community may cause detrimental impacts in another community many miles away, as in the case of a community located downstream from an industry that discharges its waste into a river.

In may cases government legislation requires the proponent of a project to identify the potential impacts. The government may also require the proponent to outline how it intends to avoid the detrimental impacts. However, not all projects come under government legislation.

Even where a proponent does identify impacts, there is no guarantee that it will identify all of them. Nor can community residents be assured that the proponent will have the best interests of the community in mind when it identifies the impacts. Often, people express concern that a proponent's study misinterprets or does not clearly describe the local way of life, community concerns and aspirations, and what the people want or do not want. In other instances, where there are beneficial impacts, people find that they are not prepared to take advantage of the opportunities that the project offers.

Increasingly, people realize the importance of understanding the changes that new projects mean for their communities. They know that many decisions affecting local development are too important to be left solely to politicians, government officials, planners, or engineers.

People who want to plan their future and exert control over local change need access to information about activities that may lead to social, cultural, or economic change. For decision-makers in village, town, or municipal councils, such information helps them improve the design of local development policies, identify opportunities for growth, and enhance future planning and organization capabilities. Likewise, community groups with social, cultural, or economic concerns want to ensure their voice is heard in the decision-making processes that directly affect them. This is especially important for special interest groups whose views or concerns may be different from the decision-makers in the community.

In this chapter we answer some basic questions about public participation and the process of identifying project impacts:

1. What is the function of public participation?
2. What are 'project impacts'?
3. Why is it important to identify project impacts?
4. What are the legislative requirements for identifying project impacts?
5. Why should a community group want to undertake its own impact study?
6. Who in a community can carry out an impact study?
7. When should a community group begin its impact study?
8. What are the basic steps in undertaking an impact study?
9. How long will it take and how much will it cost to carry out the impact study?
10. What kinds of projects are a community group likely to study?
11. What kinds of problems are a community group likely to encounter when undertaking an impact study?
12. What happens when a community group finishes an impact study?

1. WHAT IS THE FUNCTION OF PUBLIC PARTICIPATION?

Public participation is a process that:

* demands active involvement and commitment to a collective action on the part of the public
* involves co-operative interaction between the public, their elected representatives, policy makers, planners, and other technical experts
* implies some public influence on decisions that officials make
* results in mutual learning by the public, the decision-makers, and policy-makers

Public participation is important because the public has to live with the consequences of decisions made by policy makers, planners, other experts, and elected representatives.

All decisions are, to some extent, value-laden. Unless policy and decision-makers understand the values and preferences of the public, the decisions they make will not reflect the 'best interests' of the public. Institutional and political values are not always the same as community, social, and cultural values.

In many cases people directly affected by a specific problem are better informed about its nature and potential impacts on their quality of life than planners and policy makers. This can be especially important when these decision-makers are not part of the social, cultural, and economic environment in which the problem occurs.

Public participation provides benefits for both community residents and their elected representatives. It:

* provides planners, engineers, policy makers, and other experts with information on community goals, attitudes, values, preferences, and priorities that are a crucial input to the planning process;
* provides information and judgments to the politicians who make the final decisions which help to bridge the gulf that often separates the public from government when a complex or emotional issue arises;
* provides minority and special interest groups with the means of making their claims on society heard by including them in the political decision-making process;
* promotes public education by introducing people to new ideas and different options;

* promotes the effective implementation of the results of decisions through participants feeling responsible for decisions made;

* helps to avoid confrontation situations in which one side wins and the other side loses; and

* promotes self-esteem, independence, and self-direction among participants.

There is no 'best' way to participate. The issues that lead to a group organizing, the structure the group takes, and the activities it engages in are determined to a great extent by the issue it is facing and the environment within which it must act.

In an ideal situation, there is a high degree of co-operation and interaction between the public and the proponent of a project. In such a case a joint investigation of the potential impacts is undertaken.

In reality, though, as shown by the many impact situations that have arisen over the years, such co-operative situations rarely arise. It is up to the residents of a community to decide whether they want to do something, to organize themselves to plan what has to be done, and do it.

2. WHAT ARE 'PROJECT IMPACTS'?

Project impacts are the consequences of any change to the physical characteristics of a community or the qualify of life for community residents.

No one intends local land prices to increase drastically when a large industrial plant is constructed nearby. No one intends the quality of education to suffer due to increased enrollment in the local school. No one intends an increase in the municipal social assistance budget due to an influx of people looking for work. These are examples of some detrimental impacts.

There can also be beneficial impacts. The industrial plant might serve to stimulate confidence or investment in local business and could result in the expansion of local firms. This in turn could create new jobs, secure existing jobs, or increase the municipal tax base.

3. WHY IS IT IMPORTANT TO IDENTIFY PROJECT IMPACTS?

The primary purpose for identifying project impacts is to increase the level of information available to decision-makers and to facilitate information exchange between the proponents of a project and the residents of the community likely to be affected.

The various social, cultural, economic, and physical characteristics of a community that make it a good place in which to live describe its quality of life. Many things can produce changes in a community's quality of life. One major source of change is the impacts brought about by development projects.

If the local decision-makers in a community (the municipal councillors, administrators, planners, and the like) want to exercise control over the nature, direction, and timing of community change, they must have access to reliable information.

The impact identification study provides local decision-makers with an appropriate information base for controlling change.

The information in an impact study helps local decision-makers improve local development policies and enhance future planning and organizational capabilities. It provides decision-makers with information for preparing proposals to government. These proposals can outline the concerns of community residents over a proposed project and influence policy decisions made at the provincial or federal level. The information also enables decision-makers and local residents to identify potential opportunities that a project may provide.

4. WHAT ARE THE LEGISLATIVE REQUIREMENTS FOR IDENTIFYING PROJECT IMPACTS?

Federal Legislation

The Environmental Assessment and Review Process (EARP) determines which projects fall under federal legislation. It covers:

* projects that federal government departments or crown corporations propose
* projects for which private companies request federal funds or the use of federal lands

EARP usually requires that the proponent prepare an Environmental Impact Assessment (EIA) report. The EIA identifies the impacts of the project on the physical and human environment of the community. The portion of the EIA dealing with the impact on the community environment is referred to as a Social Impact Assessment (SIA). EARP provides few guidelines for public involvement in impact studies.

Other federal legislation that relates to impact assessment includes the National Energy Board Act and the Canada Oil and Gas Act.

Provincial Legislation

Each province in Canada has one or more legislative acts that determine when a proponent must identify project impacts.

For example, the Environmental Protection Act (EPA) of Nova Scotia covers projects that may cause environmental pollution.

However, the EPA does not contain detailed guidelines for undertaking impact studies. Neither does it make provision for public involvement in impact studies.

Municipal Regulations and By-Laws

Each municipality has a number of locally applied regulations and by-laws. These regulations and by-laws will vary between municipal units.

In Nova Scotia, the Municipal Planning Act establishes the legislation that gives municipal units the authority to establish their own land use policy.

5. WHY SHOULD A COMMUNITY GROUP WANT TO UNDERTAKE ITS OWN IMPACT STUDY?

There are few opportunities for public involvement in the identification of project impacts as outlined under government legislation. Typically, government sets the style for the amount and type of community involvement. It determines who will participate, when, and how.

Not all projects come under government legislation. In these cases, proponents do not have to identify impacts before starting their project. Even where a proponent does identify impacts, there is no guarantee that it will identify all of them. Nor can the residents of a community be assured that their local way of life, concerns, and aspirations are understood by the proponent.

Where possible, community groups should try to develop a co-operative relationship with the proponent that will enable mutual exchange of information. Where there is not a great deal of co-operation between the community and proponent, or where a community group feels that it is not part of the community-wide decision-making process, it should undertake its own impact study.

6. WHO IN A COMMUNITY CAN CARRY OUT AN IMPACT STUDY?

A community's ability to become involved in an impact study will depend largely upon its local human resources.

Communities that have active local organizations will find it easier to become involved and maintain involvement in an impact study. These organizations include:

* municipal, town, and village councils
* local or district planning commissions
* industrial commissions or municipal development authorities
* boards of trade or chambers of commerce
* community development associations
* cooperatives
* enterprise development corporations
* resident associations
* ratepayer associations
* church groups
* social, cultural, and ethnic groups
* special interest groups (such as environmental, sports, or health)

Any of these groups can undertake an impact study. It can meet with other interested groups in the community and set up a task force, which should include representation from local elected officials. In other cases an informal group of concerned people may get together for the purpose of determining the impacts that may result from a project.

Where a project will affect several communities, the groups may wish to pool resources. In such a case the community groups may obtain assistance in organizing a cooperative effort from a network association. Some Nova Scotia associations are:

* Black United Front of Nova Scotia
* Community Initiatives Support Network
* Community Planning Association of Canada (N.S. Division)
* Economic Development Association of N.S.
* Federation Acadienne de la Nouvelle Ecosse

* Federation of Community Development Corporations of Canada

* Union of Nova Scotia Indians

* Union of Nova Scotia Municipalities

* other appropriate regional associates (such as Affiliated Boards of Trade or Tourism Associations)

In Nova Scotia, most of these associations are represented in the VOLUNTARY ASSOCIATIONS FOR COMMUNITY DEVELOPMENT. University departments, such as economics, sociology, geography, and urban and regional studies may provide additional sources of information. These departments may also be able to identify faculty or students willing to assist the community directly. Appendix C provides more detail on these resource groups.

The main requirements for people wishing to participate in identifying project impacts are motivation, commitment, and a feeling that people can influence the direction of their future.

7. WHEN SHOULD A COMMUNITY GROUP BEGIN ITS IMPACT STUDY?

Sometimes community residents will be aware of a project idea before the proponent decides to begin the project. This is especially the case for large projects. The proponent may have hired engineers, planners, or other consultants to carry out various technical feasibility studies. As well, the proponent may have approached local town councillors or businesspeople to discuss issues of concern to the community. At this stage, if the community residents feel that their concerns will not be reflected in the proponent's study, then they should initiate their own impact study. The goal of the study would be to identify which impacts will most likely result from the project. In cases such as this, the community may have several months' time to complete its impact study.

Ideally, a community should begin an impact study before the proponent makes the decision to undertake a project.

Often, community residents become aware of a project after the proponent has made the decision to begin the project. It is important then to quickly find out what the proponent plans to do and to determine what the project impacts will be. In such a situation, the community may only have a few weeks' time in which to make their case known to their elected representatives.

A community can still benefit from an impact study it undertakes during the construction phase of a project, or even when the project is operating.

This enables the community to monitor the long-term impacts of the project. If new negative impacts are identified, the community will be in a better position to lobby the government for compensation. If new beneficial impacts are identified, the community will be able to take advantage of them.

8. WHAT ARE THE BASIC STEPS IN UNDERTAKING AN IMPACT STUDY?

There are five basic steps in an impact study:

1. **Establish your guidelines.** This involves clearly defining what it is you plan to study, how you will carry out the study, who is going to be involved in the study, and what each person's responsibilities will be;

2. **Describe the proposed project.** For example, where it will locate, how long it will operate, and what its labour requirements will be;

3. **Describe your community.** In this step you will profile the community's social, cultural, and economic characteristics, physical infrastructure, and community way of life;

4. **Identify the project impacts.** Here you will identify the likely changes to your quality of life that the project will bring about, and the opportunities that it may provide; and

5. **Prepare your report.** Once your study is complete you will describe your findings, make recommendations about the project, and outline your next course of action.

9. HOW LONG WILL IT TAKE AND HOW MUCH WILL IT COST TO CARRY OUT THE IMPACT STUDY?

The major cost for a community to conduct an impact study will be the time and effort of the members of its study team.

A variety of factors will determine the amount of time needed to conduct a study. These include:

* the size and complexity of the proposed project

* the level of cooperation you receive from the project proponent and government

* the level of interest in the project shown by the community

* the make-up (skills) of your study group

* the ability of the study group to sustain its interest and motivation over a reasonable period of time

Some impact issues will be relatively easy to grasp and not be highly emotionally charged. Other issues may be complex and threatening.

Generally, governments do not make funding available to community groups for participation in public enquiries.

In most cases operating expenses of the study group (such as local travel, photocopying, and telephone) will be minimal. Much of the information you will need is available at no cost. In some cases you may be able to obtain technical or limited financial assistance from community associations in or near your community, universities, offices or various government departments, or network associations.

For large projects, or where the impact issues are complex, you may require greater financial resources. In such cases you can lobby government, through your local Member of Parliament or Member of the Legislative Assembly.

10. WHAT KINDS OF PROJECTS ARE A COMMUNITY GROUP LIKELY TO STUDY?

Projects for which impact studies have been undertaken include:

* highways, airports and railways

* sewage and solid waste disposal

* water, land, and forest resource utilization

* parks and recreational developments

* energy development and use (oil, gas, coal, nuclear, hydro)

* mineral extraction and processing

* housing and subdivision development

* community facilities (schools, hospitals, public buildings)

* plant closures

What is important for one community to study may not be important for another. You should examine the impacts of a project if you feel the project has a potential for creating unwanted changes to your quality of life or it if is likely to offer economic or social opportunities.

11. WHAT KIND OF PROBLEMS IS A COMMUNITY GROUP LIKELY TO ENCOUNTER WHEN UNDERTAKING ITS IMPACT STUDY?

Some of the major problems a community group may encounter in undertaking an impact study are:

* inability of the group to sustain long-term commitment on the part of its members

* lack of interest and support from the community

* absence of people in the community with basic skills in organizing, planning, or research

* lack of cooperation from the proponent or government

* lack of access to the necessary information

12. WHAT HAPPENS WHEN A COMMUNITY GROUP FINISHES ITS IMPACT STUDY?

A community group will use its completed impact study report in a variety of ways:

* it can submit the report (or a summary) to the proponent or government;

* it can make copies of the report or a summary available to the community. This can be done, for example, through public meetings, workshops, radio, television, or newspaper;

* the data contained in the report will assist community decision-makers and local development organizations in the design of future development policy and in the design, administration, and delivery of programs and services;

* the study establishes the basis for ongoing monitoring of the project. It establishes what the current way of life is and provides information that the community can use to see how the way of life changes;

* where a project will have detrimental impacts, the community can use the findings of the study to lobby government for appropriate compensation; and

* the study will help the community identify opportunities it can take advantage of.

CHAPTER II

PREPARING TO IDENTIFY PROJECT IMPACTS

This chapter outlines a number of activities that may be helpful in preparing to identify project impacts:

2A. Organizing Your Action Team

- The Function of the Action Team
- Establishing the Action Team
- Selecting a Chairperson
- Holding the First Meeting

2B. Planning Your Involvement

- Preliminary Tasks
- Informing the Community
- Accessing the Media
- Attending Public Meetings the Government or Proponent May Hold
- Meeting with Government Officials

2A. ORGANIZING YOUR ACTION TEAM

The Function of the Action Team

It has three basic functions:

1. It coordinates the community's response to the proposed project. The objective of the Action Team is to establish a high level of cooperation and interaction with the proponent

2. It undertakes an impact study

3. It may also monitor the project if it is implemented

Establishing the Action Team

1. Any two people can establish an Action Team. An informal group of citizens concerned about the possible effects of a project, a subcommittee of an existing community organization, a group appointed by the town council, or any combination of these.

2. If you are an informal group, you may want to undertake a "membership drive." Your objective is to make people aware that a project is proposed and that it is important to know what will be the benefits and detriments of the project. Try to get a broad base of community support.

   You can:

   * meet with your local municipal officials. They can be a valuable resource in helping you interact with the proponent or taking your concerns to the federal or provincial government;

   * talk to people: your family, friends, neighbours. Word-of-mouth is an effective way of communicating an idea;

   * announce you plan to form an Action Team over the community affairs program of your radio station, or through a news release in the newspaper. These are free services. As well, put up notices in places where people congregate: churches, barber shops, grocery stores, town halls;

   * meet with representatives from other community groups to outline the issue and invite support;

   * write a letter to the editor of the newspaper outlining the issue and inviting interested persons to contact you.

3. In the beginning, your Action Team may be quite small, in some cases consisting of one or two people. Its size will depend in part on:

   * community awareness and interest in the impact issue
   * your links to existing community groups that may provide a source of team members
   * the size and scope of the proposed project

4. The people you want on the Action Team are those who:

   * are willing to participate over a reasonable length of time
   * are concerned about the quality of life in the community

5. Special skills that will be useful and ones you may have to actively search out are:

   * a knowledge of the community
   * skills that will be helpful in conducting the impact study (such as planning, research, writing, publicity)
   * access to local politicians and other prominent citizens

6. It is often helpful to have an orientation session for volunteers that join the Action Team at a later date.

Selecting a Chairperson

1. You should select an interim chairperson before the first meeting. In some cases the person who is trying to initiate community action will act as an interim chairperson. However, the Action Team should elect the chairperson.

2. Some characteristics of a good chairperson are:

   * ability to participate over a long period of time
   * respect from a broad range of community people
   * skill as a speaker and facilitator
   * ability to motivate and inspire team members

3. The chairperson will act as the spokesperson for the group. It is not necessary for the chairperson to preside over every meeting. Giving each team member the opportunity to chair a meeting develops personal skills and strengthens a sense of being part of the group.

Holding the First Meeting

1. Before you call the first meeting, establish an agenda of what you want to achieve during the meeting. The agenda should be approved by the group at the meeting.

2. Hold the meeting in a convenient place that will not intimidate participants. Sitting around a table is more conducive to communication and interaction that sitting in rows.

3. Elect a chairperson.

4. At the beginning of each meeting ask someone to take notes on major items, decisions, and actions planned. Often someone will volunteer to become the permanent recording secretary. Later on you will need someone to take care of correspondence. These two tasks can be done by the same person.

5. The group will then:

    * decide what it is that it wants to achieve

    * select objectives and outline what it will do to achieve the objectives

    * decide what method of decision-making to use

    * establish a timetable for subsequent meetings

6. At the end of each meeting the group will establish the agenda for the next meeting.

2B. PLANNING YOUR INVOLVEMENT

There are a variety of tasks that you will undertake before you begin to prepare your impact study. Many of these tasks can be done at your first meeting. Generally, however, you will meet two or three times before starting your study.

PRELIMINARY TASKS

1. **Identify the problem.** Answer the questions:

   * Why did we get together?
   * Why is this issue important to me?
   * Why is it important to the community?

2. **Select a method of decision-making.** For example:

   Everyone has a vote; three-quarters of the group must be present for a vote; voting is by show of hands; and a majority decision carries the motion.

3. **Identify your goals.** Decide what you want to achieve. For example:

   * inform the public about the issue
   * obtain a commitment from the proponent to participate in a joint impact study
   * identify the likely project impacts

4. **Meet with the proponent.** The procedures outlined under MEETING WITH GOVERNMENT OFFICIALS on page 23 will assist you. The reasons for meeting with the proponent are :

   * to determine if the proponent will undertake an impact assessment
   * to determine if the proponent will involve the community and, if so, the nature of the involvement

5. **Create a forum for community-wide discussion.** You will want to determine:

   * how you will get information to and from the community
   * how you will generate community support
   * what kind of community response you are likely to receive
   * how you can stimulate community involvement and a sense of ownership in the study

6. **Make a plan of how to do your study.** This includes determining:

   * what each task in the study will be (see Chapter 3)
   * who will do what in undertaking the study
   * how much time you have to complete the study and each task
   * whether you have enough people with the right skills to do the work

7. **Establish relevant task groups.** These may include:

   * fundraising (this may be especially important if the project is complex and you need technical help)
   * publicity
   * community contact
   * correspondence
   * research
   * special topics (such as legal, medical, environmental)

8. **Identify and contact local resources.** These will include:

   * community organizations (for example: civic, social, professional, etc.)
   * university departments
   * regional government departments
   * municipal, provincial, and federal representatives
   * prominent citizens
   * media reporters and journalists

9. **Identify and contact out-of-area resources.** As listed above.

10. **Establish a process to evaluate your activities.** Evaluation is not as difficult as it may seem. You can do an effective job by asking a number of probing questions:

    * Did we accomplish what we set out to do?
    * Did team members benefit from participating?
    * Did we obtain a representative response from the community?

* Were we able to get information to the community?

* Did we create unrealistic expectations among team members or in the community?

* Did we promote interaction between the community, the proponent, and government?

* Were we able to recruit the team members we needed?

* Should the team break up (upon completion of the study) or broaden its scope of objectives?

11. **Make provision for keeping morale up.** This may include holding pot-luck suppers, film nights, or other social events.

Once you begin the study, a number of tasks will become very important. Most of these will be on-going tasks that you will repeat time and time again.

INFORMING THE COMMUNITY

1. If you have the financial resources, consider publishing a newsletter, factsheet, or brochure. These can be distributed door-to-door, at shopping centres, or at churches

2. Issue press releases, hold press conferences, write letters to the editor

3. Invite reporters to do stories on the impact issue, the proponent, the Action Team

4. Hold public meetings and workshops. Invite guest speakers or show related films

5. Have team members attend meetings held by other organizations (civic, church, social, professional, labour) or by town council

ACCESSING THE MEDIA

1. Use press releases frequently, but don't issue releases unless you really have something to say

2. Make an appointment to meet the editor or news director of the newspaper, radio, or television station. Tell them about the impact issue and why you are concerned

ATTENDING PUBLIC HEARINGS THE GOVERNMENT OR PROPONENT MAY HOLD

1. Make your presentation brief. You may submit additional documentation, such as your impact study, if it is complete

2. State what your findings are - that is, how the community interest is affected by the project

3. Be prepared to answer questions to explain your findings

4. Try to have many of your team members attend the hearing to demonstrate public support

5. A few days after the hearing, send a letter to the editor outlining your submission to the hearing

MEETING WITH GOVERNMENT OFFICIALS

1. Establish an early meeting with your local elected municipal officials (councillors, mayor, warden). You may also wish to meet with senior level government officials or your member of parliament

2. Before meeting, establish an agenda of what you want to discuss and what your requests will be

3. If the government official does not live in your community, invite him or her to your community to meet with you. Make your invitation by letter

4. You can ask representatives of other organizations or prominent community citizens to join with the members of your Action Team who will meet with government officials

5. Stick to your agenda and press for immediate responses to your requests, or responses within the next four or five days

6. After the meeting, evaluate your presentation. Within the next day or so, prepare a statement describing the meeting and its results. Circulate the statement among those who attended the meeting for their comments, then issue it as a press release

CHAPTER III

UNDERTAKING YOUR IMPACT IDENTIFICATION STUDY

There is no single right way to carry out an impact study. Different communities and different projects require different strategies.

The strategy we provide here is a guideline. You can adapt it to suit your own requirements. The steps we will cover in this chapter are:

3A. Establishing Your Guidelines

3B. Describing the Proposed Project

3C. Describing Your Community

3D. Identifying the Potential Impacts

3E. Preparing Your Report

3F. Using Your Report

3G. Monitoring the Project

3A. ESTABLISHING YOUR GUIDELINES

Why do it?

When you first become aware of a project proposal, you will want to establish a set of operating guidelines. These guidelines will help you coordinate your activities.

What to do?

1. Make sure you clearly understand the nature and purpose of the project. Try to obtain a project description from the proponent or government.

2. Decide whether the project merits detailed study.

    * Determining whether a project may have significant impacts depends largely upon your judgment

    * Begin by determining what you feel are likely to be the major impacts of the project

    * You can meet with a few key people (for example: town clerk, chairperson of the district school board, clergy, business person, municipal councillor, or other long term residents of the community) to determine their views on and concerns about the project. Table 1, page 28, shows an evaluation checklist that may be helpful in determining whether you should examine a project in detail

    * If the project appears not to be significant, you can monitor it for a few months to ensure that your first impressions are correct

3. If you decide to carry out an impact study, determine what each member of the study team will do, and how long it will take them to complete each task.

4. Set up a timetable for getting things done. Establish a schedule for regular meetings.

5. Determine for whom you will be preparing the impact study (government, proponent, or community) and what you will be using it for (public information, lobbying, etc.).

6. Encourage members of your Action Team to find out what information is currently available on the community, the proponent, and projects similar to the one proposed.

TABLE 1: EVALUATION CHECKLIST

"Do you think the proposed project will affect the people in our community with regard to the following?"

MATERIAL WELL-BEING	No	Yes Beneficial	Yes Detrimental	Not Sure	Comments
1. Income & Wealth					
2. Job Opportunities					
3. Property Protection from Fire & Crime					
4. Property Values					
5. Shopping Opportunities					
6. Municipal Expenditures for Social Services					
7. Municipal Expenditures for Physical Services					
8. Tax Rates					
9. Educational System					
10. Major Employment					
11. Other Aspects (specify)					
SOCIAL WELL-BEING					
1. Physical Health					
2. Mental Health					
3. Housing Soundness					
4. Housing Adequacy					
5. Housing Affordability					
6. Housing Availability					
7. Quality of Education					
8. Security of Employment for Men					
9. Security of Employment for Women					
10. Quality of Work for Men					

TABLE 1: EVALUATION CHECKLIST (cont'd)

MATERIAL WELL-BEING	No	Yes Beneficial	Yes Detrimental	Not Sure	Comments
11. Quality of Work for Women					
12. Privacy					
13. Personal Safety					
14. Noise Levels					
15. Air, Water or Visual Quality					
16. Alcoholism, Drug Use or Other Social Problems					
17. Social Participation					
18. Recreational Services					
19. Cultural Expression					
20. Neighbourhood Cohesion					
21. Other Aspects (specify)					

3B. DESCRIBING THE PROPOSED PROJECT

Why do it?

You must know what will occur during the construction and operation of the project in order to determine how the project will affect you.

What to do?

1. If the project is subject to government regulation, the proponent will prepare a project profile.

   Try to get a copy from the proponent or government. Your local municipal officials or your Member of Parliament or Member of the Legislature may be able to help you get a copy.

2. If the proponent did not prepare a profile, or you cannot get a copy, you can prepare your own profile.

3. The level of detail and scope of information you collect will depend upon the significance of the project, and the size and skills of your Action Team.

4. The project profile does not have to be overly detailed, but you should try to include:

   * location of the project
   * land base required
   * project life span
   * a description of what will occur in each phase of the project
   * a description of what is required in each phase of the project (e.g. labour force, transportation facilities, physical infrastructure: waste disposal, water, roads)
   * description of the proponent and other projects the proponent has undertaken, or similar projects undertaken in other communities

5. You can supplement your written description with photographs of the proposed project site or of similar projects that have been undertaken elsewhere.

Information Sources

1. The major sources of information are:

    * government officials, publications, libraries
    * newspaper articles (most universities have newspaper archives)
    * company reports (from university or government libraries)
    * trade publications and business directories and magazines (from university and government libraries)
    * labour unions, boards of trade
    * descriptions of similar projects elsewhere (from university and government libraries, or communities in which the proponent has operated)
    * network associations

2. Appendix C provides a list of some useful resource contacts.

3C. DESCRIBING YOUR COMMUNITY

Why do it?

You will use the community profile to compare the baseline data about your community with the activities of the project. This will enable you to identify potential impacts.

The profile will help to orient planners, engineers, and key government decision-makers to the social and cultural realities of your community. This makes them aware of what they must understand and work with, or else face public confrontation. The profile will also help local elected officials in long-term planning for the community.

What to do?

1. Much of the information that you require will be available from your local town clerk, from regional information groups, and from government publications and government or university libraries.

2. Begin by preparing an outline of what your profile will contain. Table 2, page 33, gives a sample outline. You can include maps and photographs in the profile.

3. Collect information for at least the last five years. You will then be able to identify changing trends in the social and economic structure of your community.

4. Each member of the study team should select one part of the profile to complete. It is often easier to list out specifically what data you need to collect and where you can get it before you start your research.

5. The format that your community profile takes will depend on the size and economic base of the community, and the size and skills of your study team.

6. To describe the community way of life and public attitudes to the proposed project, you will have to obtain opinions and perceptions from local residents. Table 3, page 35, shows some of the kinds of questions you may want to ask in an interview.

7. Once the profile is complete, you may wish to update it on a regular (e.g. annual) basis. The municipal council may agree to update the profile.

Information Sources

1. Much of the information you need will be available from government. For example, your Municipal Council may have data on housing statistics, family and child welfare, land use, tax base, and physical infrastructure. In Nova Scotia, the regional offices of the Provincial Department of Development will have data related to economic activity, labour force, employment, and population characteristics.

TABLE 2: COMMUNITY PROFILE OUTLINE

COMPONENT	MAJOR DATA SOURCES
1. Community History, Tradition, and Culture	Historical Societies Universities/Colleges
2. Population Characteristics a. Total number of people b. Number of people by: family status, age, gender, ethnicity, religion, etc. c. Number of people moving into the community, number moving out d. Population growth over the last ten-year period and projected over the next ten-year period	Statistics Canada Dept. of Development
3. Land Use a. Residential b. Commercial c. Industrial d. Agricultural e. Recreational and open space f. Forestry	Town Clerk Dept. of Municipal Affairs
4. Economic Characteristics a. Economic activity by sector: manufacturing, processing, mining, fishing, forestry, agriculture, business services, personal services b. Labour force and employment by occupation c. Major employers d. Personal income e. Disposable income f. Cost of living g. Tax structure: total assessment, bases of assessment, residential and commercial tax rates, school assessment	Town Clerk Dept. of Development Statistics Canada
5. Physical and Social Characteristics a. Water supply b. Sewage system c. Waste removal d. Utilities: telephone, telecommunications, electricity, gas, fuel oil, coal e. Transportation facilities f. Police and fire protection g. Hospitals and public health facilities	Town Clerk Dept. of Municipal Affairs Community Institutions/ Agencies

TABLE 2: COMMUNITY PROFILE OUTLINE (cont'd)

COMPONENT	MAJOR DATA SOURCES
h. Housing standards, availability and cost	
i. Education standards and facilities	
j. Family and child welfare services	
k. Social services	
l. Recreational and cultural services and facilities	
m. Communication media	
n. Financial institutions	
6. Community Way-Of-Life	Survey of Community Residents
a. Civic identity and public involvement	
b. Community cohesion	
c. Community organizations: social, cultural, economic	
d. Community leadership and political structure	
e. Community concerns	
f. Community aspirations	
g. Community attitudes to growth	
7. Knowledge of and Attitudes to the Project and Proponent	Survey of Community Residents

TABLE 3: SAMPLE QUESTIONNAIRE FOR DETERMINING COMMUNITY WAY OF LIFE AND PERCEPTIONS OF THE PROJECT

1. Overall, how do you feel about this community as a place to live?

2. What specifically do you like about living here?

3. What specifically do you dislike about living here?

4. What sorts of changes would you make in the community if you could?

5. What things would you keep as they currently are?

6. How satisfied are you with the following?

	Very Satisfied	Somewhat Satisfied	Not Satisfied	Not Sure
Police protection				
Fire protection				
School system				
Recreational facilities				
Streets				
Housing availability				
Housing conditions				
Housing cost				
Medical care				
Job opportunities				
Training opportunities				
Entertainment opportunities				
Shopping opportunities				
Social Services				
Transportation Services				

7. In general, do you think that the project will be beneficial or detrimental for the community? Explain why.

_____

_____

8. If the project goes ahead, what things, if any, do you think you would worry about:

When it is being constructed?

When it is operating?

TABLE 3: SAMPLE QUESTIONNAIRE FOR DETERMINING COMMUNITY WAY OF LIFE AND PERCEPTIONS OF THE PROJECT (cont'd)

9. Which of the following elements of community life do you think the project will affect?

	No Effect	Beneficial Effect	Detrimental Effect	Not Sure
Police protection				
Fire protection				
School system				
Recreational opportunities				
Streets				
Housing availability				
Housing conditions				
Housing cost				
Medical care				
Job opportunities				
Training opportunities				
Entertainment opportunities				
Shopping opportunities				
Social Services				
Cultural identity				
Community cohesion				
Social participation				
Transportation Services				

10. If it were up to you, would you permit construction of the project? Explain why or why not.

2. A variety of other local and regional agencies will have data that you can use. For example, the Board of Trade may have a list of all businesses or the School Board will have data on enrollment and teacher-student ratios.

Some of these data sources include:

* District school boards & local schools
* Utility companies
* Banks and other financial institutions
* Municipal, county, or regional planning offices
* County offices that record land tenure changes, titles, marriages, divorces, deaths
* Hospitals and other health clinics
* Police and fire departments
* Canada Employment Centres
* Boards of Trade & Chambers of Commerce
* Historical Societies
* Voluntary organizations & self-help groups

3. Approach local agencies in person. Have a list of the data you require and the years you want to cover. Tell them why you want the information, and indicate your willingness to return at a later time to pick up the information.

4. Send a letter to agencies or government departments outside your area. Indicate who you are, what you are doing, and list the data you need. Ask them to refer you to other sources for any of the data they do not have.

5. You can use a variety of methods to obtain information about the community way of life or attitudes to the project. All of these methods involve communicating with local people. Some of these methods are:

A. Interviewing Key People

Key people are those in the public or private sector who have a broad knowledge of your community, its way of life, and have frequent contact with the public

Key people include police officers, teachers, doctors, business people, or members of voluntary agencies

These people will help to identify key issues of concern to the community, identify groups that may be more affected by the project than others, and lend support and credibility to your study

Steps to Follow:

1. arrange a convenient time to meet with them
2. let them know beforehand what you want to discuss
3. prepare your questions before you meet

B. Community Meetings

A community meeting gives local people a chance to express their opinions about:

* elements of the community that should be preserved
* elements that should be changed
* aspects of the project that are of concern to them

The community meeting is more useful for gathering opinion and disseminating information than for collecting data. It requires careful planning. A first meeting can serve to inform the public about the project and gather basic opinions; a second meeting can serve to inform people of the study findings.

Steps to Follow:

1. Prepare a written agenda. A typical agenda consists of : brief introductory statement, outline of the issues, question period, coffee break, outline of next steps
2. Distribute information about the purpose and location of the meeting a week before it is held. Use the media
3. Ensure that meetings are held in a central place suited to the number of people you expect to attend
4. Choose a time and place that is convenient for as many people as possible
5. Invite people to come an hour before the meeting to discuss the impact situation
6. Encourage people to speak out, but place a time limit so everyone has a chance

7. Pick a chairperson who knows how to run a meeting

8. Feedback information to the public a week or so after the meeting. Make use of the media

C. Group Sessions

This is a more structured process for generating ideas. Selected individuals meet in small groups to generate a picture of the community way of life, or to determine what community problems are of greatest immediate concern.

This method is not time-consuming or expensive, but requires an experienced moderator.

Steps to Follow:

1. Assemble eight to ten people from the community

2. The moderator poses a question

3. Participants take five to ten minutes to write down their answer(s)

4. Each person then offers one idea from his or her list

5. Each idea is written on a wall chart

6. This process continues until all ideas are exhausted

7. The group then discusses and ranks each idea in order of importance

D. Questionnaires

You can use a questionnaire to find out what people think and feel about their community, and to find out about their beliefs, attitudes, or behaviours.

A questionnaire provides the surest way of obtaining representative input from all groups in the community.

The face-to-face interview, although the most time consuming, provides the greatest reliability. It also increases contact among community residents, and fosters involvement and belief in the results.

Generally, interviews of forty or fifty people will be sufficient to give you the information you need.

Steps to Follow:

1. Questions should be clear and easy to understand. Multiple choice questions will generate more answers than open-ended questions

2. The questionnaire should be short, about twenty minutes

3. Select respondents on a random basis. For example, every tenth house on a street

4. Identify yourself, state why you are interviewing people, and indicate that all information will be confidential

3D. IDENTIFYING THE POTENTIAL IMPACTS

Why do it?

You will know if the project is likely to have beneficial or detrimental impacts. You can then plan an appropriate strategy for future action.

What to do?

1. Analyze the evaluation checklist (Table 1, page 28), the community profile, and the project profile. Select a master list of key indicators of community change which are relevant in this particular impact situation

2. For each indicator, rate the likelihood of an impact occurring. Table 4, page 42, shows one possible format to use

3. You may wish to have key informants review the list of key indicators. What you are looking for is whether there will be a change in any of these indicators over the next five years or so

4. Next, identify those groups that the project will most likely affect. Prepare a simple list of potential impactee groups. Then rate each group on its likelihood of being affected. Again, key informants can be helpful in identifying groups. Table 5, page 46, shows one possible format to use

5. For each of the indicators of community change, list the major impact issues. You will identify these issues in interviews with key informants and through the community meetings or surveys that you undertook when compiling your community profile. Some examples of key issues are:

    * Reduction in the quality of education

        This might be the case where teacher-student ratios are high and the project will result in an influx of a large number of workers, many of whom will have families

    * Local people will not get the new jobs

        The project may require workers with particular skills that are not found in the community

6. For each impact issue you will, if possible, list remedial measures to resolve the detrimental impact

7. Keep in mind that there may be beneficial impacts that present opportunities for the community. You will also list these

8. The end result of this step will be a list of major beneficial and detrimental impacts, measures to resolve each detrimental impact, and a list of groups that the project is likely to affect

TABLE 4: INDICATORS OF COMMUNITY CHANGE

	No Impact	Beneficial Impact	Detrimental Impact	Don't Know	Comments
A. Demographic					
Population size					
Marital status					
Male-Female ratios					
Out-migration by age, gender					
In-migration by age, gender					
B. Employment					
Employment by industry, gender					
Occupation of Labour Force by gender					
Migration of Labour Force by gender					
Unemployment level by gender					
Participation rate by gender					
Personal income levels by gender					
C. Housing					
Housing conditions					
Housing availability					
Housing cost					
D. Education					
School enrollment and distribution					
Teacher-student ratios					
E. Social					
Reported criminal offences					
Offences charged					
Prostitution charges reported					
Fire calls					
Family court cases reported					

TABLE 4: INDICATORS OF COMMUNITY CHANGE (cont'd)

	No Impact	Beneficial Impact	Detrimental Impact	Don't Know	Comments
Juvenile court cases reported					
Physical abuse cases reported					
Child care spaces					
Number of service organizations					
Number of tourist information booths					
Social assistance payments					
Number of social assistance clients					
Social service expenditures					
Social service facilities					
Family and child service expenditures					
Family and child service facilities					
Cultural service expenditures					
Cultural service facilities					
Recreational service expenditures					
Recreational service facilities					
F. Health					
Number and types of hospitals					
Number of doctors/nurses					
Number of dentists					
Hospital admissions					
Number and types of mental health services					
Alcohol/drug cases reported					
Number and variety of recreational services					

TABLE 4: INDICATORS OF COMMUNITY CHANGE (cont'd)

	No Impact	Beneficial Impact	Detrimental Impact	Don't Know	Comments
G. Environmental					
Water quality					
Air quality					
Noise levels					
Watershed					
H. Cultural					
Linguistic expression					
Ethnic language use					
Ethnic mix					
I. Physical Infrastructure					
Water removal services					
Sewage services					
Water supply					
Dug/drilled wells					
Fire protection					
Transportation services					
Condition of streets/roads					
Traffic counts					
Special waste disposal services					
J. Business					
Retail facilities					
Business mix					
Storage and warehousing facilities					
Office accommodations					
Number and type of professional services					

TABLE 4: INDICATORS OF COMMUNITY CHANGE (cont'd)

	No Impact	Beneficial Impact	Detrimental Impact	Don't Know	Comments
K. Administration					
Net revenue/deficit					
Total assessment					
Residential tax rate					
Commercial tax rate					
Special area tax rates (e.g. sewage, garbage)					

TABLE 5: POSSIBLE IMPACTEE GROUPS

	No Impact	Slight Impact	Major Impact	Not Sure	Comments
1. Pre-school children					
2. Pre-teens					
3. Teenagers					
4. People employed full-time					
5. People employed part-time or seasonally					
6. Unemployed people					
7. Elderly					
8. Retired					
9. Single Parents					
10. Disabled people					
11. Families					
12. Women					
13. Native people					
14. Minority groups					
15. People living near the proposed project site					
16. Future residents near the proposed project site					
17. Future project employees					
18. Tourists					
19. Special Interest Groups					

3E. PREPARING YOUR REPORT

Why do it?

The report will summarize your findings. It will be a useful document to support your recommendations when you lobby the proponent and government for project changes.

What to do?

1. Use a clear concise format when you write the report. It does not have to be long, or contain all the information you collected. However, try to include:

    * an overview of what the proponent wants to do
    * an overview of current conditions in your community
    * a list of the major beneficial and detrimental impacts you identified
    * a short statement of how you determined what the impacts will be
    * a set of recommendations, which could include:
        * suggestions on how the proponent can avoid or reduce detrimental impacts
        * suggestions on how the community can maximize any opportunities
        * if appropriate, reasons why the project should not go ahead

2. In preparing the report, you can:

    * have one or two people with good writing skills proofread the report (a school teacher or university professor may do this for you)
    * in place of descriptive text, use charts and tables when they are not overly complicated
    * provide a summary of the report (may be useful as a press release or for sending to members of parliament)

3F. USING YOUR REPORT

Why do it?

Telling your group's story is crucial

What to do?

1. Disseminate the results of the study to community residents. This can be done through community meetings or workshops, community newsletters, newspapers, radio, or television.

2. Submit a copy of the report (in person if possible) to the proponent and government department under whose jurisdiction the project falls. You can also submit a copy to your Member of Parliament, Member of the Legislature, and Town Council.

3. If the project will go ahead without appropriate changes to avoid detrimental impacts, begin to lobby the government.

4. You can conduct a public information program within and outside your community. Newspaper advertisements are sometimes used to encourage community response through a tear-off "Letter to the Minister." This may serve to stimulate news coverage, editorials, and letters to the editor.

5. Much of the information in your report will be useful to local decision-makers and development organizations in the design of future development policies and in the design, delivery, and administration of programs.

6. If you identified opportunities, then you may wish to hold a community meeting to outline them. Or you may wish to form a local non-profit association to take advantage of any of the opportunities.

7. On the basis of the report you may wish to prepare a list of "do's and don't's" that future developers and policy makers should understand when dealing with your community.

3G. MONITORING THE PROJECT

Why do it?

Where a project goes ahead, you will be able to measure the actual impacts in the construction and operational phases. You will also be able to identify new, unforeseen impacts.

This will help you outline measures the proponent or government should take to alleviate these impacts, and it will enable you to identify any new opportunities.

It will also provide local decision makers and development organizations with a source of valuable on-going information.

What to do?

1. Ideally you will want to initiate a monitoring program in co-operation with the proponent or government. You should meet with them to see if this is possible.

2. Select a set of key indicators of community change that are relevant for this impact situation (See Table 4, page 42). Collect the data from your community profile on these indicators for the current year.

3. At the end of each year of operation (and the construction phase) describe the changes in each indicator. This will involve renewed data collection as described in Chapters 3C and 3D.

4. You will then determine how much of the change, if any, is due to the project. Discussion with key people will assist you in this process.

5. Analysis of the changes in indicators will help you determine if new, unforeseen impacts will arise in the next year.

6. Prepare a report describing any new impacts, and recommend any necessary measures to alleviate them.

7. Submit the report to the proponent and government and, if appropriate, lobby for compensation or other changes to the project.

APPENDIX A

THE FEDERAL SOCIAL IMPACT ASSESSMENT

The Social Impact Assessment process, as outlined under the Environmental Assessment and Review Process, involves the following steps:

1. The proponent prepares a project proposal and submits it to the appropriate government department (transportation, environment, fisheries, etc.).

2. The government department decides whether the project is subject to a formal impact assessment process. At this point, the government informs the public that a proponent has made a submission. Usually it will place notices in various newspapers.

   This is the first stage at which the public can become involved. Involvement of the public helps the government determine the significance of the project.

3. The proponent submits an Initial Environment Evaluation. This describes the proposed project, likely impacts, and outlines measures to alleviate detrimental impacts.

4. If the government determines that the impacts are insignificant or that they can be alleviated, it will allow the project to begin.

5. If the government determines that the impacts are significant, it will require the proponent to prepare an Impact Assessment Statement.

6. The Federal Environmental Assessment and Review Office (FEARO) oversees the process on behalf of the government. At this stage the formal impact assessment process begins. The second stage of community involvement also begins.

7. FEARO establishes a set of guidelines that the proponent will follow. These guidelines ensure that the study will contain the information that it and the public need to evaluate the project.

8. The proponent undertakes the study. When preparing the study the proponent generally involves the public. The nature and extent of public involvement is largely up to the discretion of the proponent.

9. They study will involve the basic steps of profiling, projecting, assessing, evaluating, and mitigating.

10. FEARO evaluates the findings of the study.

    FEARO will generally hold public hearings. Those likely to be affected by the project can make submissions outlining their concerns.

11. FEARO prepares its recommendations to the federal Minister of the Environment. It then releases the study to the general public.

12. The Minister decides whether to accept, reject, or conditionally accept the project, subject to certain changes.

The steps that the proponent undertakes in preparing a social impact assessment study are similar to those outlined in Chapter 3.

Profiling

The purpose of this stage is to describe what the project will do and outline the physical, social, and economic environment of the community.

The proponent:

* prepares a detailed **project profile**
* prepares a detailed **community profile**
* may involve the community in the preparation of the community profile by:
  - surveying the attitudes of people in the community about the local way of life
  - requesting the assistance of community groups in conducting public meetings or workshops

Projecting & Assessing

The proponent generally carries out these two stages together. They serve to determine what changes the project will cause and how serious these changes will be.

The proponent:

* forecasts what will occur in the community in the absence of the project
* forecasts what will occur in the community if the project goes ahead
* estimates whether the resulting impacts will be beneficial or detrimental
* assesses how significant the detrimental impacts will be
* outlines possible opportunities that the project will create for the community

Mitigating

The purpose of this stage is to determine what the proponent can do to minimize detrimental impacts or compensate the community for detrimental impacts that cannot be avoided.

The proponent:

* outlines measures to alleviate each detrimental impact
* outlines compensation measures where it cannot alleviate an impact
* develops compensation packages that are politically, legally, financially, and technically feasible

Evaluating

The proponent evaluates the study to recommend the project alternative that is most appropriate to meet the needs of the proponent and yet generate the least significant impacts.

The proponent bases the evaluation on a variety of criteria, including:

* formal legal guidelines, decisions of other projects, community-wide standards, and expert and community-wide opinions
* the level of public involvement is largely dependent upon the importance that the proponent and government place on public participation, and the ability of the community to organize its response to the proposed project

Monitoring

The purpose of monitoring is:

* to measure the actual impacts during the construction and operation of a project
* to identify new, unforeseen impacts that may develop in the future
* to outline appropriate measures that the proponent should take to minimize any new impacts

The proponent:

* selects a set of key indicators of community change (such as housing supply, alcohol or drug usage, municipal spending on social welfare)
* describes the community before the project begins operation, using the selected indicators of change

* describes, at the end of each monitoring year, the changes in each selected indicator

* assesses the impacts to determine how much change, if any, is due to the project

* identifies new potential impacts

* recommends any necessary changes to the mitigative package

APPENDIX B

SUGGESTED READINGS

You may be able to obtain copies of these books through your local library. Ask about borrowing from a local university through inter-library loan. The Catalogue Numbers given below are from the Dalhousie University Library.

1. Social Impact Assessment

Bowles, R.T.
Social Impact Assessment in Small Communities
Toronto: Butterworth & Co. 1981.
HM211.B68

Bowles, R.T.
Little Communities and Big Industries: Studies in the Social Impacts of Canadian Resource Industries
Toronto: Butterworth & Co. 1983.
HC113.L57

Finsterbusch, F.
Methodology of Social Impact Assessment
Stroudsburg, Penn.: Dowden, Hutchinson & Ross, 1977.
H61.M4926

Government of Canada
Revised Guide to the Federal Environmental Assessment and Review Process, 1979
Available from: FEARO
Environment Canada
Ottawa, Ontario K1A 0H3 (free)

Government of Nova Scotia
Environmental Protection Act and Regulations, 1975
Available from: N.S. Department of Environment
5151 Terminal Rd.
Halifax, N.S. B3J 1A1 (free)

Tester, F. & W. Mykes (eds)
Social Impact Assessment: Theory, Method & Practice
Calgary: Detselig Enterprises Ltd., 1978
H61.C239 1978

Waiten, C.M.
A Guide to Social Impact Assessment
Available from: Research Branch
Corporate Policy
Indian & Northern Affairs
Ottawa, Ontario K1A 0H4 (free)

Wolf, C.P.
Social Impact Assessment Newsletter
Available from: Social Impact Assessment Network
Box 587
Canol Street Station
New York, N.Y. 10013 (by subscription)

2. Public Participation

Amer, E.
Yes We Can: How to Organize Citizen Participation
Ottawa: Synergistics Consulting Ltd., 1980
HV40.A54

Connor, Des
Constructive Citizen Participation Newsletter
Available from: Development Press
5096 Cataline Terrace
Victoria, B.C. V8Y 2A5 ($5.00 per year)

Hill, K.
Helping You Helps Me: A guidebook for self-help groups
Available from: Canadian Council on Social Development
P.O. Box 3505
Ottawa, Ontario K1Y 4G1 (free)

Sadler, B. (ed)
Involvement and Environment, Vols 1 and 2
Edmonton: Environment Council of Alberta, 1977.
Available from: Environment Council of Alberta
2100 College Plaza
8215 - 112 Street
Edmonton, Alberta T6G 2M6

Sadler, B. (ed)
Public Participation in Environmental Decision-Making
Edmonton: Environment Council of Alberta, 1979.
HC110.E5.P82 1980

APPENDIX C

RESOURCE CONTACTS

1. Government

The following government departments and corporations may be able to provide you with information helpful in undertaking your study. Most provincial departments have regional offices; these will be listed in your local telephone directory.

PROVINCIAL

Dept. of Agriculture and Marketing
Hollis Bldg., 2nd Floor
P.O. Box 190
Halifax, N.S. B3J 2M4
424-3244

Department of Culture, Recreation and Fitness
5151 Terminal Road, 8th Floor
P.O. Box 864
Halifax, N.S. B3J 2V2
424-7512

Department of Development
World Trade and Convention Centre
1800 Argyle Street
P.O. Box 519
Halifax, N.S. B3J 2R7
424-8920

Department of Development Regional Offices

Metro/East (Halifax, Dartmouth)
1800 Argyle Street
P.O. Box 519
Halifax, N.S. B3J 2R7
424-6767

Cape Breton
LHC Building
295 Charlotte Street
Sydney, N.S. B1P 1C6
539-4768

Strait of Canso
Professional Building
Church Street
Port Hawkesbury, N.S.
B0E 2V0
625-3200

Antigonish Municipal Building
42 West Street
Antigonish, N.S. B2G 2H5
863-5707

Northumberland
Debert Air Industrial Park
P.O. Box 100
Debert, N.S. B0M 1G0
662-3339

56 Provost Street
P.O. Box 1021
New Glasgow, N.S. B2H 2P4
752-1001

Amherst Industrial Park
P.O. Box 458
Amherst, N.S. B4H 4A1
667-3223

PROVINCIAL (CONT'D.)

Department of Development Regional Offices (Cont'd.)

South Coast

Provincial Building
99 High Street
Bridgewater, N.S. B4V 1V8
543-9121

Provincial Building
10 Starrs Road
Yarmouth, N.S. B5A 2T1
742-8404

Valley

Industrial Park Mall
P.O. Box 524
Kentville, N.S. B4N 3X3
678-3386

131 Commercial Street
P.O. Box 39
Middleton, N.S. B0S 1P0
825-4545

Dept. of Education
Trade Mart Scotia Square
P.O. Box 798
Halifax, N.S. B3J 2B9
424-5961

Dept. of Environment
5151 Terminal Road
P.O. Box 2107
Halifax, N.S. B3J 3B7
424-5300

Dept. of Fisheries
Purdy's Wharf Tower, Suite 300
P.O. Box 2223
Halifax, N.S. B3J 3C4
424-4560

Dept. of Health
1690 Hollis Street
P.O. Box 488
Halifax, N.S. B3J 2R8
424-4237

Dept. of Housing
46 Portland Street
P.O. Box 815
Dartmouth, N.S. B2Y 3Z3
424-3251

Dept. of Lands and Forests
1791 Barrington Street
P.O. Box 698
Halifax, N.S. B3J 2T9
424-6690

Dept. of Mines and Energy
Joseph Howe Building, 4th Floor
1690 Hollis Street
P.O. Box 1087
Halifax, N.S. B3J 2X1
424-8091

Dept. of Municipal Affairs
1505 Barrington Street
P.O. Box 216
Halifax, N.S. B3J 2M4
424-5666

Dept. of Social Services
Johnston Building, 5th Floor
5182 Prince Street
P.O. Box 696
Halifax, N.S. B3J 2T7
424-5000

Dept. of Tourism
5151 Terminal Road
P.O. Box 456
Halifax, N.S. B3J 2R5
424-5000

Dept. of Transportation
1723 Hollis Street, 7th Floor
P.O. Box 186
Halifax, N.S. B3J 2N2
424-8687

Dept. of Vocational & Technical Training
5151 Terminal Road, 7th Floor
P.O. Box 2086
Halifax, N.S. B3J 3B7
424-4431

FEDERAL

Canada Mortgage and Housing Corporation
Halifax Shopping Centre
Halifax, N.S. B3L 4N8
426-3530

Cape Breton Development Corporation (DEVCO)
P.O. Box 1750 Point Edward
Sydney, N.S. B1P 6T7
539-6300

Employment & Immigration Canada
1888 Brunswick Street
P.O. Box 160
Halifax, N.S. B3J 3J8
426-8306

Energy, Mines & Resources Canada
5151 George St.
Halifax, N.S. B3J 1M5
426-8600

Environment Canada
45 Alderney Drive
Dartmouth, N.S. B2Y 2N6
426-7231

Fisheries & Oceans Canada
1649 Hollis St.
Halifax, N.S.
426-2373 B3J 1V8

Health & Welfare Canada
Health Protection Branch
1557 Hollis St.
Halifax, N.S.B3J 1V5
426-2160

Indian and Northern Affairs
1256 Barrington Street
Halifax, N.S. B3J 1Y6
426-2543

P.O. Box 160
40 Havelock Street
Amherst, N.S. B4H 3Z3
667-3818

National Film Board
1572 Barrington Street
Halifax, N.S. B3J 1Z6
426-6000

Parks Canada
Historic Properties
Upper Water Street
Halifax, N.S. B3J 1S9
426-3436

Regional Industrial Expansion (DRIE)
1496 Lower Water St.
Halifax, N.S. B3J 1R9
426-2018

66 Wentworth Street
Sydney, N.S. B1P 6T4
539-1842

Secretary of State
5281 Duke St.
Halifax, N.S. B3J 3M1
1-426-6227 (toll free)

Statistics Canada
1256 Barrington St.
Halifax, N.S. B3J 1Y6
426-5331
1-800-565-7192 (toll free)

FEDERAL (CONT'D.)

2. Universities

Various departments such as economics, sociology, geography, or urban and rural studies may have access to useful information. They may also be able to identify students or faculty willing to provide you with direct assistance.

Acadia University
Wolfville, N.S.
B0P 1X0
542-2201

Dalhousie University
Halifax, N.S.
B3H 4H6
424-6570

Mount St. Vincent University
166 Bedford Highway
Halifax, N.S.
B3M 2J6
443-4450

N.S. College of Art & Design
5163 Duke St.
Halifax, N.S.
B3J 3J6
422-7381

St. Francis Xavier University
Antigonish, N.S.
B2G 1C0
867-2120

St. Mary's University
923 Robie St.
Halifax, N.S.
B3H 3C3
429-9780

Universite Sainte Anne
Church Point, N.S.
B0W 1M0
769-2114

University College of Cape Breton
P.O. Box 5300
Sydney, N.S.
B1P 6L2
539-5300

Technical University of Nova Scotia
P.O. Box 1000
Halifax, N.S.
B3J 2X4
429-8300

3. Network Associations

The following network associations can provide you with information as well as link you to other resource groups or individuals.

Black United Front of Nova Scotia
8 Edwards St.
Dartmouth, N.S.
B2Y 2P1
465-4010

Canadian Federation of Independent Business
1888 Brunswick Street
Halifax, N.S.
423-7813

Canadian Manufacturers Association
5525 Artillery Pl.
Halifax, N.S.
B3J 1J2
422-4477

Canadian Pensioners Concerned Inc.
7001 Mumford Rd.
Halifax, N.S.
455-7684

Community Initiatives Support Network
5551 Atlantic Street
Halifax, Nova Scotia
B3H 1G6
423-3265

Community Planning Association of Canada (N.S. Division)
2015 Gottingen St.
Halifax, N.S.
B3K 3B1
425-6249

Downtown Community Development Association of Nova Scotia
57 Portland St., Suite 1
P.O. Box 891
Dartmouth, N.S.
B2Y 1H1
465-2667

Economic Development Associations of Nova Scotia
P.O. Box 454
New Glasgow, N.S.
B2H 5E5
752-6159

Federation Acadienne de la Nouvelle Ecosse
1106 rue South Park
Halifax, N.S.
B3H 2W7
422-2843

Nova Scotia Association of Health Organizations
5991 Spring Garden Rd.
Halifax, N.S.
B3H 1Y6
429-4020

Nova Scotia Federation for Senior Citizens and Pensioners
P.O. Box 500
Reserve Mines, N.S.
B0A 1V0
849-5858

Nova Scotia League for Equal Opportunity
P.O. Box 8204
Halifax, N.S.
B3K 5L9
422-4768

Nova Scotia School Boards Association
1221 Barrington St.
Halifax, N.S.
B3J 1Y2
423-6461

Union of Nova Scotia Indians
P.O. Box 100
Shubenacadie, N.S.
B0N 2H0
758-2049 (Shubenacadie)
539-4107 (Membertou)

Union of Nova Scotia Municipalities
134-1657 Barrington St.
Halifax, N.S.
B3J 2A1
423-8331

Voluntary Association for Community Development
P.O. Box 519
Halifax, N.S.
B3J 2R7
424-5682

Federation of Community Development Corporations of Canada
182 George St.
Sydney, N.S.
B1P 6J7
539-8194

Native Council of Nova Scotia
P.O. Box 1320
Truro, N.S.
B2N 5N2
895-1523

Women's Institute of Nova Scotia
Cummings Hall
Nova Scotia Agricultural College
Truro, N.S.
B2N 5E3
895-1571 ext. 278